

Name \_\_\_\_\_ Date \_\_\_\_\_

Assessment: Addition Combinations: Set 1: Make 10, Plus 1, Plus 2 & Doubles

$9 + 1 =$	$5 + 5 =$	$1 + 7 =$
$6 + 6 =$	$4 + 1 =$	$2 + 2 =$
$3 + 2 =$	$6 + 2 =$	$10 + 10 =$
$7 + 2 =$	$3 + 7 =$	$4 + 2 =$
$4 + 4 =$	$1 + 1 =$	$7 + 7 =$
$2 + 1 =$	$5 + 2 =$	$8 + 8 =$
$4 + 6 =$	$10 + 0 =$	$2 + 9 =$
$8 + 2 =$	$1 + 3 =$	$2 + 0 =$
$9 + 9 =$	$8 + 1 =$	$3 + 3 =$
$6 + 1 =$	$0 + 1 =$	$5 + 1 =$

# Plus 1, Plus 2, Make 10 and Doubles Combinations

## Directions for Administering:

Give this assessment as a preassessment and a post-assessment for this unit to students individually or in a small group and record your observations on M44.

As you administer this to students keep these questions in mind:

- \*How quickly do students know the answers to the problems on the assessment?
- \*Do they just know the combinations?
- \*Do they have to count on in their heads, or their fingers?
- \*Which problems do students get wrong?

## Benchmark Addressed:

**Benchmark 5:** Demonstrate fluency with the Plus 1, Plus 2, Make 10 and Doubles combinations.

- Give the answers to these problems relatively quickly without counting on their fingers or otherwise stopping to figure them out.

## Meeting the Benchmark

Students who are fluent with all or almost all of these combinations can hear or read a problem, think for a moment, and then say the answer. Most Grade 2 students should be in this category at this point in the year.

## Partially Meeting the Benchmark

Students in this category are fluent with many of these combinations but pause to figure out the answer to some (e.g., “ $7 + 2$  is, 7, 8, 9” or “ $6 + 6$  is 6, 7, 8, 9, 10, 11, 12”). Note which combinations still cause trouble and check that these match the cards in students’ envelopes of “Combinations I Am Still working On.” Also point them out to student. (You’ve come a long way with these combinations, but a few of them still seem to give you some trouble. How can we make it easier for you to remember

that  $6 + 6$  equals 12?”) You may assign students two particular combinations per week to work on until they know them all.

## Not Meeting the Benchmark

Students who are not yet fluent need to figure out many of these problems by using their fingers or count up or by using cubes to model the problem. There should be very few students in this category.

## Some Other Suggestions

Students who partially meet or do not meet the benchmark need more practice with these combinations, and they should use their addition cards to practice them. Work with students to write helpful clues on their cards. These students will also benefit from small-group work that helps them practice their Make 10, Plus 1, Plus 2 and Doubles Combinations. You may want to use the extra assessments that were created for each set of combinations to help you pinpoint exactly which set students need more practice with. You may also use the interventions given on the pacing guide to build fluency with these combinations.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Counting, Coins, and Combinations**



# End-of-Unit Assessment

(page 1 of 3)

Solve the problem.

Show your work.

Write an equation.

1. There are \_\_\_\_\_ students in our class.

Suppose that our class fell into the magic pot  
and it doubled the number of students.

How many students would there be?

Name \_\_\_\_\_

Date \_\_\_\_\_

**Counting, Coins, and Combinations**



# End-of-Unit Assessment

(page 2 of 3)

Solve the problem.

Show your work.

Write an equation.

2. 32 students were sitting at the lunch table.

7 of them went to get lunch.

How many students are still sitting at the table?

3.  $32 - 8 =$

Name \_\_\_\_\_

Date \_\_\_\_\_

**Counting, Coins, and Combinations**



# End-of-Unit Assessment

(page 3 of 3)

Solve the problem.

Show your work.

Write an equation.

4. 18 students were playing on the playground.

11 of the students went inside.

How many students were left on the playground?

5.  $14 - 6 =$